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EXTENSION SERVICE *Review*

MARCH 1954



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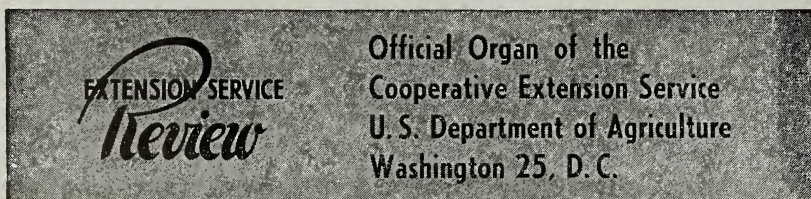
• Much of the material in this issue has been planned by a committee under the leadership of Dr. J. L. Matthews, of the Federal Extension Service. It is designed to develop some ideas about the theory of program planning illustrated with a few examples of programs and procedures in a few counties. The committee says it is not designed to encompass the whole of program planning or to be a pattern for the reader to follow, but they hope that you will find some useful ideas here.

• This issue aroused much interest in the Federal office, and Administrator Ferguson was moved to jot down some of his impressions. "A program," he wrote "(1) relates to needs, wants, and desires of people and helps them to evaluate their situation, (2) ties into research findings, (3) involves committees, agents, specialists, and supervisors, (4) furnishes an educational experience, (5) saves time for extension workers, (6) centers on vital objectives, and (7) encourages good public relations."

• Home Demonstration Week special issue comes to you in April with many new, significant, and interesting ideas. For instance, you can read about a regional effort to encourage more milk consumption; enjoy a Michigan radio program which takes you to the heart of many homes to hear what the family has accomplished in home demonstration work; study a successful example of farm and home planning, and marvel at how a dream of a house in South Carolina is making Negro families want to improve their homes.

• Looking further ahead, some exciting ideas are being developed for the June 4-H Club issue. A July number, featuring the county agents' offices is also in the wind. If you have some special device or method which has proved useful in office management, please write it up briefly and send it in.

CBA



VOL. 25

MARCH 1954

NO. 3

Prepared in Division of Information Programs

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Published monthly by direction of the Secretary of Agriculture as administrative information required for the proper transaction of the public business. The printing of this publication has been approved by the Director of the Bureau of the Budget (July 8, 1952). THE REVIEW is issued free by law to workers engaged in extension activities. Others may obtain copies from the Superintendent of Documents, Government Printing Office, Washington 25, D. C., at 10 cents per copy or by subscription at \$1.00 a year, domestic, and \$1.50 foreign.

Program Planning Views

J. L. MATTHEWS, Chief
Educational Research Branch
Federal Extension Service

What do we believe? Can we agree on these ten points which highlight the thinking of extension leaders who have gone before us?

Objectives on which there is common agreement form the basis for good program planning.

WHAT we do in Extension and how we do it in a large measure stems from what we believe. Our extension beliefs are the guiding principles on which we operate. They influence the objectives we seek to attain in the extension program. They are the basis for the way we work with people. And they influence the methods we use in trying to bring about educational changes.

A consistent set of values is a useful tool to help answer questions like: "Is this the way to plan the program?" "What kind of program planning organization do I need?" and "Am I doing what I should be doing?"

Over the years leaders have expressed their beliefs about extension work. Highlights of their thinking are summarized in the following 10 "beliefs." On some there may be general agreement, but on others the views may differ widely. Compare your beliefs with those that follow.

1. The aim of extension work is to help people reach their highest capabilities.

This belief raises the question, "What people?" In a rural county the answer is *all* people. If we are responsible for working with all people, then the program should be designed to meet the needs of commercial as well as subsistence farm families and part-time as well as full-time farmers. To accomplish this purpose the program planning process must in some way involve the various kinds of people and do so in a way that allows local people to take part in planning and carrying out the program.

2. Programs should be planned by the local people and the county staff working together.

Again the question comes up, "What people?" In practical operation the county staff works with representative groups of local people because all of the people cannot take active part in every phase of program planning. The question is, "How many people?" as well as what particular people should take part. This belief influences the structure of the planning organization, its size, and the method of selecting its members. It emphasizes that programs are based on the decisions of the local people and that programs can only be planned at the local level.

3. Planning programs is an effective way for groups of people to learn to work together.

If helping the people means helping them to work together for what they want, then we should hold this belief. It tells us that we should involve many people in the program planning groups to develop their ability to work together. Also, if we wish to help *all* of the people it can best be done by involving as many people as possible.

4. Planning programs is a good way for people to learn to solve their own problems.

Basically good program planning is a problem-solving process in which methods of scientific analysis are applied to the present situation of the local people to enable them to plan a course of action that will lead to new and better situations. Experience in program planning in a group provides the members with much of the same information and develops some of the same kinds of skills that are needed in farm and home planning.

5. Helping plan a program stimulates people to take part in other extension activities.

Working in a group has the effect of stimulating the individual members to make personal decisions and to follow the decisions with action. Therefore members of groups that make decisions about the extension program are more likely to take part in carrying out the program than persons who have no part in making the decisions. It is recognized that decisions made by local planning groups have much greater force than those of local individuals or outside groups or individuals.

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Where Are We Going ?

MRS. JEWEL FESSENDEN
Foods and Nutrition Specialist,
North Carolina

WHAT ARE Extension's objectives? In trying to answer this question, I rambled back through half a century of history reading what the extension pioneers had to say. I talked with fellow extension workers and with 4-H Club members. I listened to what some farm men and women had said, and finally, I recalled some thrilling personal experiences in my own extension career.

The Smith-Lever Act of 1914—our first authority for being—reads, "To aid in diffusing information and to encourage application of same." A definition of "diffuse" added this: "to pour out and cause to spread."

Is that Extension's job? To pour out information and cause it to spread? And then to encourage use of that information by farmers and homemakers?

An extension director said, "Extension's job is to teach farm people to produce a sufficient quantity of high-quality food and fiber which can be sold at a price satisfactory to producer and consumer, and to improve the general welfare of people engaged in this production."

Another director's thinking ran along this line, "Taking research to farm people so they can produce more and have more income is important, but unless it gives them poise, confidence, dignity, and security of living, a higher income is not important."

A State home demonstration leader felt this way, "Start with people

where they are and help them to reach a satisfactory way of life as well as to earn a better living."

A home demonstration agent: "I feel that my job is to help provide a situation in which the people in my county can work together to find out what they need and want and how to get these things for themselves."

A veteran county agent smiled as he said, "Extension's biggest job is to make people want what they need for a good life and then help them find a way to get it."

A farm woman expressed her answer this way, "I never felt that country people could or should have all the fine conveniences and pretty homes that city people have until I joined the home demonstration club. Then I realized that I wanted and could have better things for my family. But our agents also showed us how to get them."

I asked a bright sparkling 4-H Club girl, "Why have you stayed in the 4-H Club 7 years?" Her reply was very earnest, "Well, you see, at the first meeting I attended, a demonstration was given on better methods in electricity. We have electricity in our home, but used it only for lights. I got the idea that we ought to use it to make our home more beautiful and convenient. We started with that, and now we've done many more things, and so have our friends and neighbors."

A farmer: A few years ago, I sat on a truck bed in a cornfield and

interviewed a farmer: I asked him what he thought of as the most important job extension agents were doing in his county. He stood up and pointed across a fence. "Lady, see the green hillside? Five years ago it was gullies. We had a meeting at the schoolhouse. Only 8 or 10 men were at the meeting. There was a picture show. Part of the picture showed a farm that looked like mine did 5 years ago, and one that looked like the green hillside does now. Gave me an idea and made me want to do the same things. The county agent showed me how. Now my boy's coming home to take over the farm. We also have a nice home—fixed it up with the extra money we made. Three of my neighbors are saving their land, too."

A pioneer home demonstration leader: "More comfortable, convenient, and beautiful homes in which there will be a better environment to rear a family. These conditions are desirable for town and country."

Dr. Knapp stated that as conditions were improved, men would also be uplifted, with broader minds and spirits, straighter bodies, and be better and happier citizens.

As I recalled these statements and interviews, I had a feeling that extension objectives are real and alive. In attempting to state them, I do not find it easy. Reminds me of trying to help one elderly extension worker write down her objectives. She said, "Well, why all this worry about trying to decide how to say what you're going to do? You're just going to do all you can to help the people anyway." But is that enough for a big, complex organization like ours?

Aims of Our Program

In short the extension program aims to help farm people apply the findings of research to farming and homemaking in a way that gives sufficient food and fiber of high quality for all people; and gives farm people sufficient income for a good life—income that will be used in a way that results in improved health, beauty, comfort, dignity, happiness, and security in family life.

Extension should help all groups of people develop mutual understanding of common problems and

forces that have an impact on society. Most social institutions and agencies serve all segments of society. Urban and rural groups must join forces to attain the standards and ideals of all people. In such programs extension leadership has a responsibility to urban as well as to rural people.

Develop Leadership

Extension's objectives include helping people to develop the organizations and leadership that will enable them to find their own needs and bring all their resources to bear on the solution of problems common to the group. Organizations can help people to understand the many and complex forces operating in modern-day society. Families need their assistance, as individual effort can no longer solve many family problems. Experience in organizations brings about enlarged vision of family and community relations and of social and civic responsibilities.

Raise Aspirations

Extension raises the level of aspiration of people. On the one hand, we want people to decide what their own needs and interests are and what they will strive for. On the other hand, we want them to become more enlightened and responsible in their choice of interests.

Help Solve Needs

Objectives of Extension include helping farm people to find a way of realizing needs and solving problems. After a desire is created, can't we help them to attain their wants and needs? For instance, one may want a washing machine, but better planning of finances may be necessary to have actual ownership.

We as extension workers may help by providing information, giving encouragement, training leaders, finding and interpreting facts, developing an organization, or assisting with financial arrangements.

Keep Objectives in Mind

It seems important that extension workers keep objectives in mind in every demonstration given, in every letter or news article written, in

every talk made, and, in fact, every method used.

Objectives need to be specific. What are our action goals? Let us take for example the improvement of health. A group of county extension workers may have as one objective the improvement of the health of people in the county. Well and good, but what does improvement of health mean? It may mean many things in many areas according to local situations. Many factors may enter into this improvement, such as better sanitation, diets, housing, medical care, recreation, or rest. The overall objective then must be broken down in the light of needs as seen by the people after facts have been studied. The specific needs must be determined and the reason for the lack established.

Are Objectives Good?

To decide whether the objectives will fill the need let us ask ourselves:

1. Is the goal worthy of attainment? Is it the answer to a need?
2. Was the goal determined by the people themselves? Is it understood by them? Is it aligned with a felt need—desired by the people?
3. Was the decision made through a careful thought-process and experience of a group of farmers and their wives?
4. Is the objective clearly and specifically stated in terms of action necessary for fulfillment?
5. Is the goal possible of attainment or will futility result?
6. Will the project be so directed that it will provide for development of people involved so that there may be permanent changes in thinking, feeling, and habits of living?
7. Is it possible of evaluation in terms of meeting needs of people, so that they may be changed to meet new needs and experiences?

What happens to the person will depend in part on how the project may be developed and directed. The county agents and a few leaders may do most of the work of organization and directing, and the people may be dependent on them. I like the illustration our director uses of teaching his grandson to tie his own shoelaces. He points out that if one continued to tie shoelaces for a tiny tot,

the task would have to be done for him always, but if a few minutes were used each morning in teaching a youngster to do the job himself, he would soon learn to do the task. A simple illustration, perhaps, but a vital lesson is involved.

Finally, extension workers need to be careful not to become peddlers of facts on some immediate problems rather than to be real teachers. High standards of ability are required of those who expect to enrich the lives of others. Continuous study and self-improvement are the eternal challenges of every extension worker. The rewards are great in satisfaction resulting from helping others in attaining full and enriched lives.

"Blood, sweat, and tears" will be forgotten in the achievement that comes from helping to build a finer civilization.

Qualifying for Greater Service

Information Texas style was the plan for the annual conference at Texas A. and M. College.

"The committee of staff members headed by John Hutchison, Texas horticulturist, organized and planned the conference to provide plenty of time to consider problems of special interests to the extension agents," Director G. G. Gibson says.

The 743 extension workers, 645 of them from counties, worked 8 hours a day in subject matter and communications sections, and attended special occasions in the evening. Each person had a definite slot to fit into for the 5-day working conference, for besides the agriculture and home economics sections, an additional group of nearly 100 persons met for four sections of communications in radio and television, public speaking, news and visual aids.

The four communications sections were in session simultaneously with about 25 agents in each group. One-hour classes were conducted the first day, and 4½-hour classes the second day.

Farm and Home Development— *Our New Approach*



A group of farm and home development families at one of their training schools.

MARY ELLEN MURRAY
Home Demonstration Agent

AUBREY M. WARREN
County Agricultural Agent

FOUR YEARS ago the Christian County, Ky., Extension Advisory Committee met and approved a new approach to teaching known as farm and home development. For thirty some years, homemakers had been meeting in groups, working on various phases of homemaking. The men had been equally busy with farm programs. But this was the first time in the history of Christian County that the two joined forces in an overall planning program.

Any farm family willing to study its problems and plan is eligible to enroll. The enrollment of families in a new program presented problems. Various groups already organized in the county acquainted the people with the farm and home development program. Since the first year the families involved have enrolled other families. Letters, news stories, and radio programs support the work, but what is needed to sell the family on the program is often a personal visit by the county or home agent. This visit is a good approach to a family that has never participated in any way in an extension program in the county. In the 4 years, 122 families have participated in the first phase.

The program has two phases. The first consists of three 1-day training schools that are a condensed course

in agriculture and home economics, with special emphasis on longtime farm and home planning. They are held from 10 in the morning to 3 o'clock in the afternoon, with an hour off for lunch. The material for the three lessons is presented by the local agents with occasional help of a specialist. As many visual aids as possible are used in the presentation, such as local slides, a flannelgraph on farmstead layout, kitchen models, food models, string demonstration in teaching stepsaving, farm maps, and farm charts and films.

On the afternoon of the third meeting, a visit is made to a farm and home that are already participating in the program. It is here that the families begin to see the real values of the program. Families who would like to continue in the planning phase are asked to sign up for the second series of lessons. There are six lessons in this series. Twelve to fourteen families are all we think we can work with to good advantage, giving them individual help at the planning meetings. These lessons include making colored farm-land use maps; drawing floor plans to scale; using "cutouts" to study convenience of furniture arrangement; and working out annual and longtime lime and fertilizer program for the farm, based on soil tests. They include planning

the family annual food-production program, cropping systems and livestock production, home-and-farm-buildings improvement, and studying machinery and labor needs. A budget is worked out for the farm and home.

A specialist helps to hold 1-day housing clinic for families who need extra help with remodeling. They are urged to keep records for their own benefit, but are not required to turn any of these in to the agents. This series of meetings is concluded by a visit to the farm of one family in the group, who present their own plan. Each family keeps a workbook and turns in a copy of its farm-and-home plan containing lists of improvements they plan to make. This is a guide for the agents in followup work. Sixty-five families in the county have developed longtime farm-and-home plans and are now serving as demonstrators in their community for improved farm and home practices.

The county extension advisory committee and the agents realized, from the beginning, that the time the agents could devote to the program would be limited. There are four agents in the county—a county agent and his assistant and a home agent and her assistant. The assistant agents spend most of their time on

4-H Club work. Five groups now participating in the program are located in all communities of the county, represent various types of farming, and require more and more time.

On advice of Ivan C. Graddy, State director of the farm and home development program, the agents decided to organize a farm and home development association as soon as the first group of families had completed the second phase. The families were interested in such an organization. A president, vice president, and secretary-treasurer were elected. They decided to meet quarterly for progress-report meetings. Each year a new group of families has joined the association.

At first, most of the meetings were at homes, but the size of the groups became too large. The first quarterly meeting of the year is usually held at the Farm Bureau Assembly Hall. Agricultural outlook for the year is given and the families make their annual plans. The agents check with the families at this time to see if they have problems that will require special technical assistance.

The second quarterly meeting is usually in early April. The third meeting consists of a tour of a farm and home of a family in the program. The farm-and-home plan is explained by the family and accomplishments are shown. The families ride over the farm on wagons drawn by pick-up truck or tractors. They use a farm map to show the land-use and fence arrangement, and charts to show the crop and livestock program

before and after planning. Before-and-after-planning house-charts are also shown.

The fourth meeting is usually at night in the Farm Bureau Assembly Hall. The families bring their program plans and check accomplishments for that year. The agents show slides of farm-and-home-development activities. The families like to see these pictures. Attendance is good, making the job of effective followup much easier for the agents. Each family brings a covered dish and all eat together. The daytime quarterly meetings, like the training schools, usually last from 10 a.m. until 3 p.m.

Specialists help by giving families individual assistance on some technical jobs, such as installing water in the house, remodeling the house or the farm buildings, and even on fence arrangement, where this is a difficult problem.

Farm - and - home - development farms and homes have been the site of special demonstrations; and many "successful-farmer" field meetings sponsored by the Extension Service, in cooperation with the local banks, have been conducted on these farms.

The influence of this program has spread beyond the families who make the farm and home plans, because the farms and the homes are good demonstrations in the various communities. Although various meetings have been held on the farms, it was only last summer that a meeting for the general public was held to show just how the farm and home develop-

ment program really operated. An "open-house" meeting was conducted on the Joe Armistead farm. The Armisteads own a 100-acre farm that has 70 acres of cropland. Mr. Armistead came out of the Navy following World War II and purchased this farm which had been rented for many years and was in very bad condition. He and his wife, a city girl, enrolled in the program the first year it was offered. Since that time, a grade-A dairy with 20 cows has been established, pastures developed, and the tobacco barn and the home remodeled. Some land has been cleared, the soil tested in all the fields, and lime and fertilizer applied according to the needs shown by the soil test. A good land-use program is being followed, and the family is doing a good job of home-food production. Mrs. Armistead says the program helped her to understand the farm problems, and Mr. Armistead says it has helped him appreciate problems in the home. They borrowed money to buy a farm, and have made rapid improvements on it.

The Hopkinsville Chamber of Commerce and Retail Merchants Association helped publicize the "open-house" all-day meeting. More than 350 people attended. In the morning program, a tour of the farm and home was made, and the plan explained by the family. They pointed out that this was a plan in action and that much still remained to be done. Posters at different places explained that something was to be

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One of the 65 families completing the course works on farm and home plans.



Part of the crowd having lunch at the open-house meeting. Local milk companies served free milk and a Chamber of Commerce, soft drinks.



To Coordinate and To Integrate Programs

J. W. FANNING, Economist
Georgia



County extension agents help the farm family plan their program.

THE FARM family is the most influential and effective force for the coordination and integration of any and all programs affecting the welfare of rural people. All programs and activities come to a focus in the program of the farm family.

The Agricultural Extension Service is engaged in the business of helping people to help themselves to a more satisfying and abundant life. We are reminded constantly that our field is education, and that education is the production of changes in human behavior. Fundamentally, we measure progress in terms of changes in attitudes, gains in knowledge, and the acquiring of new skills. In other words, in the growth and development of people.

The Extension Service has always asked of the people with whom it works, "What needs changing in order for you to have a better living?" We believe in working with people where they are and on the problems with which they are confronted. It is here that the extension program comes to a focus and all of its various interests blend for maximum effectiveness.

Extension, therefore, has no "cut-and-dried" farm and home program. But we think that every group of farm people, be it family, community, or county, should have its own farm program. We have always believed that any program developed by representative farm leaders with careful consideration given to experience and reliable facts is sound. Furthermore, the Extension Service has always found it practical and

sound to take this program as the basis for its activities.

Extension does not have a "hand-me-down program" but it does have a "hand-me-up program" from the people. A point never to be forgotten and always to be appreciated is that the "hand-me-up program" starts a process of thought, growth, and development in people that is one of the most powerful of all forces for improvement.

This program is also one of the most powerful of all forces for coordination and integration. The word "integration" implies a smooth and efficient operation of a combination of activities or services in the solution of a problem. Certainly there is no more important problem than that of raising the level of living of farm people. It is tremendously important that every help and type of assistance which Extension has to offer be blended together as one effective force in building better farms, homes, and people.

There can be no coordination and integration where there is no basic agreement on what needs to be done. This is of primary importance and implies a program. Neither can there be coordination and integration without a knowledge of how these needs will be met. This implies a plan of work and must be built upon the first step.

After all, coordination and integration grow from good understanding. Since program development serves as the basis, all procedures in planning must provide for thorough and sympathetic understanding all

along the line. The following steps and procedures help to bring about coordination and integration in extension programs.

1. The Weekly County Extension Conference

The weekly county extension conference is a means by which all extension workers within a county can better plan together and carry out a sound and well-integrated extension program. The county extension plan of work provides a basis for discussion at each weekly conference. There is but one farm and home program in a county. There is but one extension program in a county. Systematic discussions by all extension workers on this program and plan provide for coordination and integration.

2. Information

No program is any better than the information upon which it is built. The accumulation, analysis, and study of facts affecting farm people by the county extension workers as a group are steps toward better coordination and integration. This leads to a better understanding of basic problems and needs.

3. Professional Workers' Meetings

Periodic conference of all the professional agricultural workers within a county provide for better coordination and integration. For after all, the objectives of the entire group come to a focus on the farm and

their understandings of basic problems and needs should be clear. Their services to farm people will thereby be better coordinated.

4. Community Planning Meetings

Real coordination and integration begin at that point where county extension workers sit down with leaders in their respective communities to discuss problems, needs, objectives, and goals. People get down to "brass-tacks" talk back out in their communities. It takes time, but what can be more worthwhile in building for the future than meeting with community leaders in their respective communities on program building at least once each year?

5. County Planning Meeting

Here is where the county farm and home program is put together. If this meeting is democratically conducted and wide participation is secured through the use of subcommittees, the basis for coordination and integration on the county level is laid. This helps all leaders to reach that point where they see together. They can then act together with less friction and more coordination.

6. Writeup and Distribution of the County Agricultural Program

Coordination and integration grow and develop as things are done together. The writing up of a county program is a step along this line. Then, too, this program, when circulated among the people and given the proper emphasis and dignity, is a recognizable means for judging the effectiveness of all activities.

7. The County Extension Plan of Work

The county extension plan of work is a written plan of methods to be used and services to be rendered by county extension workers in helping people to carry out the recommendations included in the county agricultural program. Under one cover is the extension program. Every extension worker should participate in building this plan of work. It should be followed systematically all year. This makes for coordination and integration.

8. Farm and Home Planning

All programs focus in the program of the farm family. It is here that all services come to a head and all recommendations must be blended together into a plan for action. Helping families to plan their farm and home program is a responsibility of the total Extension Service. No better way can be found for coordination and integration than through helping individual families build sound and balanced farm and home programs.

9. Programs of Subject Matter Specialists

Coordination and integration are built into all phases of the extension program as specialists base their plans upon county extension plans of work, which in turn are based upon democratically formulated community and county agricultural programs. As District agents and specialists plan together with the county extension plans of work as the base, the total extension program becomes stronger and better integrated.

Coordination and integration are automatically achieved as farm people and extension workers sincerely, unselfishly, and diligently plan and work together for better farms, better homes, and better people.

Farm and Home Development

(Continued from page 55)

done later at that place. In the afternoon, talks were given by Ida Haggman, associate director of the farm and home development program; Emily Bennett of the Central Dairy Council; and the principal speaker was Dean Frank J. Welch, College of Agriculture and Home Economics, University of Kentucky. The program concluded with an irrigation demonstration.

We notice a great change in the attitude of the families after they participate in this program. They do not hesitate to ask for information. Many of them are developing into good extension leaders. This change of attitude among the families is one of the most important accomplishments of the farm and home development program.

This program is a new approach for extension work, because the whole family is involved in planning. It is a farm-and-home plan that puts together all of the parts. It includes the use of improved practices in each individual part of the plan that is not particularly new. It is an improved method of doing extension work, because it provides a complete plan, developed by the families themselves with the help of the extension agents. The program has reached directly or indirectly, about 1,200 of the 2,600 farm families in the county. Our goal is to reach all of the families. The program is limited only by a lack of personnel to get the job done. A similar program is now operating in nearly half of Kentucky's counties.

Four-County Council

Agricultural workers in four of the Texas Panhandle counties meet regularly. Once a month for the past 3 years at dinner meetings, the workers have visited together and talked about their work. For the past 2 years they have promoted and conducted a 2-day workshop for the farm and ranch families as well as industrial workers at the Pan-Tech Farms, east of Amarillo.

The group includes county extension agents, vocational teachers, Soil Conservation Service and Production and Marketing Administration personnel in Hansford, Hutchinson, Carson, and Armstrong Counties. The Borger Chamber of Commerce initiated the plan, suggesting that "folks in the highly industrial county of Hutchinson needed to know more about agriculture."

Calling the workshop, "Southwest Soil Management Demonstration and Plowing Contests," the agricultural council and cooperating exhibitors included in the agenda these events for 1953: stubble mulch contest, tractor-driving contest, grass-identification contest, land-judging contest, landscape-improvement workshop, and shrub-identification contest, and a meeting of the Flying Farmers Association.—Doris Leggitt, District Agent, Texas.

How Effective Is Your Extension Program ?

MAE BAIRD, Home Demonstration Leader, Wyoming

THE WYOMING home economics extension staff in 1952 decided to appraise the leader-training situation, and to use the results in setting up a plan for leader-training improvement. The staff believed that the situation should be studied for several years, each year reevaluating the results, redetermining objectives, replanning for improvement, reobserving leader-training meetings, and finally reevaluating and again replanning for improvements. That staff decision meant maintaining a continuous cycle until leader-training work met the standards set by the staff.

We know that evaluation provides a sound basis for public relations within groups contacted by Extension; it points out strengths and weaknesses of the present program and gives the base for future program improvements; it assures extension workers that the program is making continuous progress; it strongly motivates clear definition of educational objectives and plans for learning experiences; it stimulates better teaching, and strongly influences learning. Evaluation results give a sound basis for supervision.

When planning the study to be made the home economics staff decided on the observation method:

(1) State home economics subject-matter specialists would observe leader-training meetings given by home demonstration agents.

(2) Home demonstration agents would observe six meetings given by leaders to their local home demonstration clubs.

Methods used for the specialist-home demonstration agent observations were:

(1) Detailed observation sheets drawn up by the specialist following the meeting.

(2) Agent-specialist office conferences held after the training meetings, when strength and weaknesses were discussed and recorded. During the conference, plans were made for improvement of future training meetings held by agents or specialists.

Methods used for home demonstration agents' observations of training meetings given by leaders to local clubs were:

(1) After each meeting observed, the home demonstration agent wrote a detailed record of subject-matter methods and procedures on a pre-prepared observation sheet.

(2) After making six observations the home demonstration agent prepared a statement of the strengths and weaknesses of the leader meet-

ings. In final interpretation each home demonstration agent pointed out improvements which were indicated by the six observations.

From observation of 79 leader meetings on 16 different project lessons, the strengths and weaknesses of the meetings were tabulated and analyzed as a basis for improvement of home economics leader training work in 1953.

The *strengths* most frequently observed were: (1) Interest of the leader in giving the meeting; (2) ability of the leader in adapting materials to the local situation; and (3) ability to stimulate discussion on individual problems related to the subject matter.

The *weaknesses* most frequently observed were: (1) lack of ability to teach; observations made by specialists at home demonstration agent meetings had shown that, (a) materials were too scientific; (b) too much material was given at training meetings; (c) leader outlines were neither clear nor specific; (d) too little help was given at training meetings on how to teach; (2) lack of ability to hold interest of club members; (3) lack of understanding of principles and their broad application to related problems in the home; and (4) lack of confidence.

In making plans for 1953 the home economics subject-matter specialist, the home demonstration agents, and the State leader concluded that improvement of leader-training meetings depends on State and county staffs attaining: (1) Knowledge of how people learn and (2) ability to apply the principles of learning in teaching home-economics materials to local leaders.

Applying Principles of Learning

Plans made gave both the State and county staffs the opportunity to attain the above objectives. Again in 1953 the specialists observed agent meetings, and agents observed six leaders give meetings to local clubs. Agents and specialists followed the same procedure in analyzing results.

Improvements observed by specialists at leader meetings given by agents were: (1) Leader outlines were simpler and clearer; (2) smaller blocks of subject matter were taught; (3) learning experiences were better

planned—more leaders participated at meetings; (4) more emphasis on methods of returning the meetings; and (5) more emphasis on “broadening interests” of women.

The principal strengths and weaknesses observed by agents at local leader meetings were:

Strengths: (1) good member participation; (2) adaptation of material to local situation; (3) enthusiasm of leader.

Weaknesses: (1) failure of leader to prepare between leader meeting and club meeting; (2) lack of confidence; (3) poor use of illustrative materials; (4) inadequate club meeting procedures.

Because leader training largely failed to reflect the 1953 objectives the State and county staffs decided to retain the 1953 objectives. However, two objectives were added: (1) knowledge of improved methods of leadership selection; (2) knowledge of leadership functions. They planned to obtain experiences needed to attain the objectives.

Home demonstration agents, in turn, will provide opportunities for local clubwomen to attain the same objectives, through improved experiences in methods of teaching. For example, they will assist home economics leaders to make their own teaching materials at training meetings in 2 counties; hold meetings in local clubs on leadership selection and functions in 2 counties; have training meetings for officers in 6 counties; and for local leaders on “I am a local leader” in 2 counties.

Home demonstration agents in 1954 will again observe six leader meetings. The same process of reevaluation, resetting of objectives, replanning of methods and procedures, execution of the new plans, and finally reevaluation, will be continued.

Paralleling the observations already discussed, agents and home economics subject-matter specialists have started evaluating the degree to which the educational objectives are being attained by the women participating in the program. Only a start has been made. However, the small beginning already has given some evidence. It serves as a sound basis for yearly improvement in program development.

Community Organizes Recreation Program

EVERTON, a community of about 300 persons, located 18 miles from Harrison, Ark., has organized recreation for its young people. Until last year there was little play equipment in the area, and since some people did not have cars, it was impossible for everyone to go to Harrison for recreation.

The Everton Home Demonstration Club recognized the need for a recreation program and last year decided to buy some equipment. Anna Hunter, home demonstration agent reports.

The school board gave the club permission to use a section of the school playground to put up floodlights and make a croquet court. Large poles for the floodlights and labor to put them up were donated. An electrician in the community did the wiring free. Last year various club members kept the grass cut by using a sling blade. This year one

of the men in the community kept it mowed with a machine.

Monday and Thursday nights of each week are set aside as play nights. Home demonstration club members take turns supervising play, and two club members stay each night.

When all equipment is in use a club member organizes the group of extra young people to play active games such as flying Dutchman. They rotate the groups and everyone is kept busy until time to go home.

Little lights have been placed around the whole play area and the school board pays the light bill. They save money in the long run because before the program was started the board had to replace from 30 to 40 smashed window panes each year. Since the program started only one has had to be replaced and this had been broken by accident.

Idaho County Agent Honored



Joe Thometz, center, receives the Lederle plaque for distinguished service from Gov. Len Jordan at Idaho ceremony. Dr. Robert Price, left, Lederle scientist, gave the address. Seventy-five leaders of Idaho agriculture attended. Thometz has been with Idaho Extension 32 years, since 1929 as county agent at Lewiston.

What We Want in **MARKETING EDUCATION**

REPRESENTATIVES of all groups who handle livestock and meat products in Oregon pooled what they think is needed in marketing educational work at an all-industry conference on January 6 and 7. Associate Director Ballard feels that there is a challenge in the conference reports for all of us.

The Oregon Extension Service took 6 months, working with all groups who handle livestock and meat products, in planning the conference. Requests for the conference grew out of an earlier agricultural and rural life conference, which asked for more information on marketing with the counsel of the entire industry behind it.

The conference and the preparation for it were divided into six sections—producers, auction and terminal market agencies, packers and wholesalers, retailers, labor, and consumers.

Representatives of each group worked throughout the summer on plans for the fall series of meetings, some to be held in widely separated parts of the State. At these meetings interested persons led discussions of the problems of their particular phase of livestock and meat marketing. By the first of October a fairly uniform schedule of meetings was drawn up for the final weeks of preparation.

These meetings brought out many facts which were later discussed at the Corvallis conference in January. The following are some of the problems and needs indicated by each group:

Livestock Producers

Lack "know-how" to grade and place values on livestock on their own ranch or farm.

Multiplicity of terms used in reporting prices by grades and classes and their inability to make satisfactory comparisons between prices paid at various markets.

Means for assembling and disseminating information on ranch sales of cattle.

More facts regarding shrinkage of feeder and slaughter cattle as a basis for comparing prices being paid in various markets and buyer bids where weighing conditions are specified.

Special counsel and guidance in evaluating freight-rate changes authorized by the Public Utilities Commission. Objected to grade term "commercial" on retail beef cuts.

Auction and Terminal Market Agencies

Lack of producer understanding of how a market functions.

Failure of producers to sort cattle in country sales into like lots to get a true price.

Need for uniform health, brand inspection, and transportation requirements between counties and between States.

Need for educational meetings on grades and values of livestock.

Packers and Wholesalers

Too much fat pork on market.

Loss of lard market.

Increasing competition for leather and tallow from synthetic sole leather and detergents.

False advertising of beef.

Loss due to bruises, disease, and parasites too high.

Need for more consumer education on beef grades.

Need for standardization of lard to expand consumer acceptance and use.

Need for better producer understanding of slaughter cattle grades and yields with some expansion of cattle sales on a grade and yield basis.

Need for an Oregon meat inspection law.

Labor

Need for an adequate State meat inspection law.

Need for more study of modern marketing methods.

Retailers

Need for more specialization and efficiency in retail stores to reduce labor costs and the price spread between producers and consumers.

Need for a consumer education program, supported by the entire industry, to be conducted continuously to help the consumer keep informed on current market changes, changes in meat quality, the available supply of certain cuts of meat, and value of meat. Consumers need also to be taught how to utilize the lower-priced cuts of meat.

Consumers

In order to determine what problems were facing urban consumers, a survey was made in seven major cities in Oregon. Over 1,200 women participated in this survey.

The results showed:

Lack of adequate inspection, grading, and sanitation regulations.

Inability to judge quality of meat.

Lack of knowledge of how to prepare less expensive cuts and grades.

Lack of knowledge of nutritive value.

Inability to identify cuts of meat according to location in the carcass.

Lack of understanding of marketing costs.

Lack of information on seasonal price variation.

Difficult to find lean bacon.

Lack of lamb on some markets.

Not enough variety in sizes of packaged meats.

• The third Tri-State extension conference for young men and women attracted 300 young people from the Tri-State area—New York, New Jersey, and Pennsylvania, and a few delegates from Ohio, Connecticut, Massachusetts, and Maryland. Visitors from Greece, Germany, Australia, and Korea also attended.

Theme for this year's conference was **American Youth Looks Ahead.**

Insect Control

Booms Seed Program

ALTHOUGH hardly noticeable as an alfalfa seed growing area 8 years ago, Imperial County, Calif., now rates as one of the top producing counties in the United States. Behind that change has been the guiding hand of the county Agricultural Extension Service office and the university college of agriculture.

Although farmers in that county for many years had grown alfalfa for hay, usually some 160,000 to 200,000 acres, they had very little success in seed production. This meant that growers spent as much as a quarter of a million dollars each year to obtain seed from other areas. It also meant that they did not benefit from the extra profits usually available from seed production over hay production.

Harmful insects formed the big barrier to seed production. They damaged the buds, flowers, and developing seed. Such insects as lygus bugs, stink bugs, red spiders, alfalfa caterpillars, armyworms, crickets, and others had a merry time in alfalfa fields of that hot dry valley.

The growers and George Winright, county extension director, considered the whole situation of alfalfa and other seed crops, including results research had brought forth. Then the farm adviser began working with growers by marking off 50-foot square plots in the edges of their alfalfa fields. In these he applied various insecticides, often with hand equipment. The results proved encouraging.

Growers made larger areas available for testing, and they cooperated fully in applying insecticides with power equipment, and in keeping records of results. Insecticides used in the tests included such organics as DDT, toxaphene, chlordane, benzene hexachloride, and others. Growers were warned about the possibility of killing bees brought into the fields to insure pollination, and so various timings of bee-killing sprays and application methods were tried to determine those least injurious to the bees.

The farm advisers of the county and growers soon found that irriga-

tion also affected seed production greatly. The common practice in many seed-producing areas had been to irrigate and then wait until the plants began to wilt before applying another irrigation. Test plots soon showed that frequent irrigations were a boon to seed production, with the water being withheld only when the pods were plump with seed.

Meanwhile the acreage of alfalfa grown for seed in Imperial County zoomed until in 1950 the amount of seed coming from the harvesters totaled 12 million pounds. This production meant a gross return of \$2,400,000 to the growers, and added to their income an additional \$880,000, as compared to what their returns would have been from hay that year.

Teamwork between the experiment stations, farm advisers, and growers pointed the way to improved alfalfa crops.

Such mighty production put the county at the top in the United States by 1950, and was more than in any single State other than California. This, compared to the 60,000 pounds of 5 years before, refuted the belief that education is a slow process.

An incidental but important development tried first in Imperial County was the preharvest spraying and defoliation of alfalfa to improve harvesting conditions. Work with dinitro sprays, oils, and combinations of these two, showed their value. Many counties and States later wrote to Imperial County asking about the tests and results.

Farm Group Studies International Relations

The rural approach to international understanding and good will was the general topic of a workshop conference of the Massachusetts Farm Bureau, the Massachusetts Grange, vocational agricultural supervisors and teachers, the American Friends Service Committee and the Massachusetts Extension Service.

Lay leaders from these various groups came to the workshop meeting in order to develop a program on what rural people may do on understanding and good will.



Alfalfa field in Imperial County, Calif., where seed production has become "big business," with a strong assist from the Agricultural Extension Service office there. A. S. Deal, farm adviser, uses a sweep net to check the insect population of a field.

Have you read . . .



RURAL SOCIAL SYSTEMS AND ADULT EDUCATION. C. P. Loomis, et al. The Michigan State College Press, 1953.

• This comprehensive review of the opportunities for adult learning available to rural people was sponsored by the Association of Land-Grant Colleges and Universities and the Fund for Adult Education established by the Ford Foundation.

While slanted somewhat in terms of the three areas of special interest to the Fund for Adult Education, namely, (1) international understanding for world peace, (2) understanding and strengthening of the economic order, and (3) the understanding of democracy, its functions and structure, the committee report is in the nature of a documentary symposium. Each of the separate chapters is authorized by well-qualified individuals working under the general guidance of the planning committee. Each describes the nature and functions of the opportunities for individual learning provided by a particular agency.

In addition to the formally organized programs of the public schools, cooperative extension, university extension, libraries, and other public agencies, an attempt is made to appraise the contribution of the general farm organizations (Grange, Farm Bureau, and Farmers Union), churches, professional and civic groups, and mass communication media (newspapers, magazines, radio, and television). The general introductory chapter providing background and the summary chapter devoted to recommendations do much to tie together what might otherwise be considered monographs bound together for convenience. The painstaking effort of the committee provides a useful reference tool for those interested in the welfare of rural peo-

ple and the Nation.—*Meredith C. Wilson, Director, Division of Extension Research and Training, Federal Extension Service.*

E. A. STOKDYK—ARCHITECT OF COOPERATION. By Joseph G. Knapp. American Institute of Cooperation. Washington, D. C., 1953, 229 pages.

• Any extension worker who is interested in farmer cooperatives will be well repaid for time spent in reading this book. Every extension specialist who has responsibilities for work with these associations will be better grounded in cooperation by knowing about the developments with which this leader was associated.

E. A. Stokdyk began his public career with eight years as an extension specialist during 1921-28. Successively, he was a 4-H leader in Wisconsin, and plant pathologist and marketing economist in Kansas. Developing definite programs to improve specific situations seems to have been ingrained in him through this extension experience. His later research work on California marketing problems customarily carried through to "what to do about it."

Perhaps the highlight of this characteristic was on the crop-surplus problem on which he recommended and helped get enacted into law the California Prorate Act. This became effective when approved by two-thirds of the growers producing two-thirds of the crop. It was a forerunner of the marketing agreements that became an important part of the national agricultural program. When he was made president of the Berkeley Bank for Cooperatives in 1933, that institution quickly became a pioneer in developing constructive plans of lending to farmer cooperatives. Sound financial structures were made a clear objective for associa-

tions obtaining credit from this bank. Usually the revolving fund plan was one of the cornerstones on which continued producer ownership and control was built.

These are just three phases of the life of Dr. Stokdyk that are recounted in some detail by his friend, Joe Knapp. Other angles of this many-sided man are brought out in chapters featuring *Student, Professor, Administrator, Educator, Financial Statesman, Cooperative Spokesman*. Much of the story is told in quotations from letters written the author by friends of Stokdyk who had worked with him in these various fields. In fact *friendship* stands out all the way through the narrative for the author wrote the book in spare hours, holidays, and leave time. The proceeds go for a Stokdyk fellowship fund administered by the American Institute of Cooperation.—*James L. Robinson, Extension Economist, Federal Extension Service.*

UNDEREMPLOYMENT IN AMERICAN AGRICULTURE—An Agriculture Committee Report—Planning Pamphlet No. 77. By Arthur Moore. National Planning Association. January 1952. 93 pp.

• The purpose of this pamphlet is "to examine the barriers which have kept some 2 million farmers from becoming fully productive." This is done very well.

Attention is focused on the underemployment in American agriculture, especially as it exists in the cotton South, southern Appalachian-Ozarks, cutover land of the northern great lakes district, and in southern Illinois, Indiana, and Ohio.

Scattered throughout are pertinent comments by such persons as John D. Black, Donald R. Murphy, and Murray R. Benedict.

This is a thought-provoking pamphlet—one that should stir extension workers who are concerned with the quality of the program being conducted in different areas of underemployment. It presents a challenge to the Agricultural Extension Services "to assume a bold leadership in promoting such developments as will aid these families."—*C. Herman Welch Jr., Agriculturist, Extension Service, USDA.*

6. Planning programs with people is an important part of the extension teaching job.

Sound teaching plans are made with the learner. People do not understand and have little interest in programs they had no part in creating. We know that farm families resist making a change until they see the sense of it. Therefore, planning programs with the people is an effective way to bring them to see that the recommended changes make sense.

7. The people should decide what is to be included in programs that affect them.

We have confidence in the good judgment of the people. We believe sincerely that the people are capable of managing their own affairs. We feel that if they have the facts and the opportunity to make decisions based on the facts their decisions in the long run will be right. If we believe this, then Extension's responsibility is to give them the facts they need and provide the opportunity to work together in arriving at decisions about programs. Facts are drawn from both research and local resources. Decisions then are the basis of plans and action in extension programs.

8. The best place to obtain information about needs and interests is from the people themselves.

An inventory of the needs and interests is a good starting place in planning the program. It tells us "where the people are" in relation to the objectives of Extension and the objectives of the county program. It tells us where to start in extension teaching activities. Starting with the needs and interests as they see them, we can present background information and help define problems to develop their full awareness of their basic needs.

9. An integrated program based on needs and interests of the people is the best kind.

An integrated program allows the county staff to work cooperatively toward a few basic objectives related to several or all phases of rural living. The cumulative effort of the agricultural, home economics, and youth workers each devoting part of his energy to appropriate phases of an objective can accomplish more than can independent effort. One program makes it easier to deal with broad social problems that affect both adults and youth.

10. The most effective way to work with people is through existing groups.

Starting where people are is to work through existing groups. Some very effective extension work is done with community groups. Neighborhoods have long been the focus of demonstrations and small group meetings. In recent years the family approach to farm and home planning has been used in ways that differ as to detail from State to State. These three groups are universal and have the advantage of being natural rural social organizations available for working with the local people.

"So what!" you say, "We have about the same ideas about our work." Then, if we all believe the same, why do we not all work more alike? Do we act on what we say we believe? Someone said, "What you do speaks so loudly that I cannot hear what you say."

Safety Ideas

Mailbox turnouts — half-moon drive-offs that enable the mail carrier to leave the highway, thus eliminating the traffic hazards caused by stopping on the road, are popular in Florida, with 50 installed, 80 applications approved, and 5 surveys pending.

Turnouts are constructed only on State highways in rural areas where traffic is heavy. They are placed at quarter-mile intervals, thus, they also afford a safe place for school buses to pick up and unload passengers and provide emergency stops where drivers can fix flats, make repairs, or catch a few minutes' sleep.

These were sponsored by Pilot Clubs, who appeared before the budget commission of the State road department so that funds could be budgeted to construct the turnouts. The State Highway Commission approved the project, and the clubs obtained the consent of rural residents. This project brought the Fourth District of Pilot International the Carol Lane "Group" award for highway safety.

The "Economy Run" sponsored by the junior leadership was one of the most successful undertakings of the past year, according to Richard W. Hill, associate extension agent in Guernsey County, Ohio.

With the goal of directing the attention of teen-age drivers toward efficient driving and away from fast driving, a committee of junior leaders planned the event. A course was laid out with the help of the State patrol who also helped in briefing the contestants. A time limit of 2½ hours was set for driving the course.

Sixteen young people from the ages of 16 to 18, with a driver's license and parents' consent, entered the contest. Trophies were awarded to the one with the lowest gas consumption and the runner-up. The County Automobile Dealers' Association furnished the awards. The Auxiliary State Highway Patrol furnished men to ride with each contestant as observers of driving errors in traffic rules. Parents of the contestants testified that their sons' driving improved markedly after they had taken part in the "economy run."

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